

RESEARCH ARTICLE

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THE ROLE OF THEATRICAL AND ARTISTIC ACTIVITIES IN THE EDUCATIONAL PROCESS AND ALLEVIATING PSYCHOLOGICAL TRAUMA

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Abstract

This research explores the significance of theatrical and artistic activities in the educational process and their capacity to mitigate psychological trauma. The research seeks to investigate the theoretical underpinnings of including theatrical and artistic activities in education and their correlation with the process of healing from trauma. The research explores the correlation between theatrical and creative endeavors and psychological trauma. This course offers insight into psychological trauma and its impact on people, with a particular focus on the therapeutic advantages of engaging in theatrical activities for those who have experienced trauma. The research highlights the therapeutic benefits of creative activities for those who have experienced trauma, highlighting the significance of creativity and self-expression in recovering from trauma. Participation in these activities can lead to empowerment, agency, emotional regulation, stress reduction, and resilience development, ultimately enhancing psychological well-being. Social support and community involvement can be nurtured through these activities, enhancing the recovery journey for those who have experienced trauma. The results of this analysis have significant implications for educational practice and methods considering the impact of trauma. Integrating theatrical and creative activities into school environments can provide a nurturing atmosphere for those who have experienced trauma, enhancing their general welfare and academic achievements. The review emphasizes the importance of acknowledging and appreciating the role of creativity and self-expression in the healing process from trauma. Although the current literature shows the potential advantages of theatrical and creative activities in reducing trauma, it is crucial to recognize the constraints of the present study. Additional research is required to get a deeper understanding of the precise processes by which these activities affect the process of recovering from trauma. Furthermore, it is necessary to determine the most effective methods for incorporating these activities into educational settings.

Keywords Altruism, family, motive, national character, moral principle, motivation.

INTRODUCTION

Theater in education refers to the use of theatrical techniques to facilitate the process of acquiring knowledge. Theater use comedy as a teaching tool to engage students. The strategy of connecting reality with fiction highlights the concepts or subject being taught in a manner that is comprehensible to pupils (Waters et al., 2012). Educational theater originated at Coventry's

Belgrade Theater throughout the 1960s (Turner, 2010). The financial system of Coventry saw a resurgence after the Second World War, characterized by the fast expansion of its industrial sector, particularly in automobile production. In addition to economic restoration, policymakers also acknowledged the need of overhauling the education system due to a

profound shift in their people' perspectives on teaching and learning. The introduction of theater in school aimed to foster good cognitive development by stimulating students' creativity and promoting their understanding of social and cultural principles (Turner, 2010).

Multiple studies emphasize the significance of including theater into the educational process. Research conducted by Tombak (2013) aimed to explore the significance of preschool drama and drama-centered education. The findings revealed that preschool education via theater enhanced kids' imaginative capabilities and fostered autonomous thinking. Additionally, the use of dramatic techniques to facilitate education fostered the development of students' communication abilities, namely by improving their proficiency in verbal expression, auditory comprehension, and nonverbal cues, among other aspects (Basom, 2005). Furthermore, separate research shown that using educational theater proved to be an effective approach for instructing social subjects in junior high schools in Nigeria. Students who actively participated in that instructional method had a more profound comprehension of the crucial matters pertaining to marital rituals (Ejiofor and Ken-Aminikpo, 2016).

Likewise, classroom instructors viewed the approach favorably, recognizing its significance in relation to educational achievements. Theater in education serves as a means to increase self-awareness and acts as a connection between instructors and pupils. Implementing theater in school not only enhanced the learning process but also elevated the levels of self-confidence amongst pupils (Isyar and Akay, 2017). Although the approach offers many benefits for learning, it has faced some obstacles that have hindered its integration into academic fields. These hurdles include concerns about its compliance with regulatory regulations (Jacobs, 2026). In addition to concerns about conformity, there have been findings indicating that its implementation has not fully accomplished the intended educational objectives. Academic theater utilizes creative drama in an educational environment to increase a child's learning capacities and reach certain

educational goals in a more amusing and enjoyable manner (Pushkar et al., 2022).

Importantly, youngsters get a deeper understanding of life, the repercussions of their actions, and their own or others' ideas (Hefferon, 2000). Educational theater manifests itself in two distinct ways. Another category, often known as children's theater, encompasses presentations that aim to both educate and delight younger audiences (Zaghloul, 2020). The plays are performed by adult performers and focus on certain goals, while the audience remains mostly passive throughout the action. Another kind of instructional theater is employing children or teenagers to develop and enact a specific play. The importance of this format is in the active participation of children or the audience, leading to their active learning throughout the process (Zaghloul, 2020).

In an engaged structure, instructors or professors create scripts and provide them to pupils who then assume parts, practice, and act on stage. On the other hand, the students have the option to engage in creative thinking and generate artistic work, which they may then continue to perform. Extensive research has been conducted on the use of theatrical and creative endeavors in teaching and the mitigation of psychological trauma. The arts have been used as a means for individuals to articulate their emotions, convey their sentiments, and navigate challenging circumstances. Art therapy has gained significant popularity in recent years as an effective method for assisting individuals in coping with psychological trauma (Karkou et al., 2022).

2. Statement of the Problem

Psychological disorders and emotional distress are widespread in contemporary culture, impacting people across all age groups. Conventional therapeutic methods, such as counseling and medication, have limits when it comes to dealing with the many and diverse aspects of psychological trauma. Hence, it is vital to investigate alternative and supplementary methodologies that might efficiently assist folks in managing psychological trauma. This study aims to examine the capacity of theatrical and creative endeavors in effectively healing psychological

trauma and fostering mental well-being.

3. Study questions

The main question of the study is focused on: What is the role of theatrical and artistic activities in the educational process and alleviating psychological trauma?

The following sub-questions branch out from the main question:

1- What is the role of theatrical and artistic activities in the educational process?

2- What is the role of theatrical and artistic activities in alleviating psychological trauma?

4. Objectives of the Review

The aims of this review are to:

- Present a summary of the existing body of literature on the significance of theatrical and artistic activities in both education and the mitigation of psychological trauma.
- Examine the advantages of these activities for various demographics, such as children, teenagers, and adults.
- Examine the many forms of theatrical and creative endeavors used in teaching and for the purpose of mitigating psychological distress.
- Identify the constraints of the existing body of literature and provide potential avenues for further investigation.

5. Importance of the Study

This research is significant as it will provide a thorough examination of the literature about the impact of theatrical and artistic activities on education and the mitigation of psychological trauma. The research aims to ascertain the advantages of these activities and their potential in assisting individuals in managing psychological trauma. The study will further ascertain the constraints of the existing literature and provide potential avenues for future investigation. Ultimately, this research will enhance our comprehension of the function of theatrical and creative activities in teaching and mitigating psychological damage.

6. Methodology

The literature study included studies and publications that specifically examine the function of theatrical and artistic activities in the educational process and their capacity to mitigate psychological trauma. The literature evaluation

included a comprehensive range of qualitative and quantitative investigations, including theoretical and conceptual publications. The emphasis was on research that investigates the influence of theatrical and creative activities on students' educational experiences and mental well-being.

6.1. Search Strategy

The search approach included the utilization of electronic resources including PubMed, PsycINFO, ERIC, JSTOR, and Google Scholar to ascertain pertinent studies and publications. The search will use the following keywords: "theatre," "artistic activities," "education," "psychological trauma," "mental health," "youth," and "adolescents." The search included pertinent phrases associated with the particular categories of artistic endeavors, such as "drama therapy," "art therapy," and "creative expression."

6.2. Inclusion and Exclusion Criteria

The inclusion criteria for studies encompass those that are published in peer-reviewed journals, written in English, and specifically investigate the effects of theatrical and creative activities on educational results and psychological well-being. Research involving individuals within the educational environment, such as students and teachers, were included. The exclusion criteria will include studies that do not specifically address the function of theatrical and artistic activities in the educational process and their capacity to mitigate psychological trauma.

7. The Role of Theatrical and Artistic Activities in Education

For decades, educational programs have included theatrical activities as a crucial component. Their approach to learning is distinctive, including both captivating and interactive elements. Engaging in theatrical activities may facilitate the cultivation of several talents in pupils, such as creativity, critical thinking, communication, and teamwork (Moore, 2023).

Theatre in Education is a method that use interactive theatre and drama techniques to facilitate the educational process, as stated in a blog post by Gibber, a theatrical group headquartered in the United Kingdom (Harman, 2009). The concept of Theatre in Education was

first introduced by Belgrade in 1965. It aimed to use theatrical techniques and dramatic elements to provide a diverse variety of educational experiences for young people. The movement quickly expanded to theaters around the United Kingdom and then to many locations worldwide, serving as a catalyst for the development of diverse forms of participatory theater involving children and young people (Nicholson and Bond, 2017).

The significance of theater in education is seen in its ability to provide a comprehensive learning environment that cultivates students' emotional, intellectual, social, and physical development. Theatre in education transcends mere entertainment by fostering a dynamic atmosphere that transforms students' attitudes, behavior, and knowledge. It stimulates youngsters to comprehend and articulate diverse perspectives, fosters oral expression and attentive listening, and broadens their vocabularies (Croghan et al., 2019).

Theatrical performances provide elements of playfulness, comedy, and amusement to the process of learning, therefore enhancing motivation and alleviating stress. The engagement in social contact and willingness to take risks in theater foster the development of trust in oneself, others, and the creative process (Richardson, 2015). Rehearsing and practicing the phrases, gestures, and signals enhance memory in a manner similar to strengthening a muscle. Artistic endeavors have been a fundamental component of education for countless years. They provide a distinctive method of education that is both captivating and participatory. Engaging in artistic endeavors may facilitate the development of a diverse set of aptitudes in pupils, including creativity, analytical reasoning, effective communication, and cooperative teamwork (McAvoy, 2020).

In the classroom, art instruction is essential for personal development and may even have an effect on one's health. Engaging in artistic pursuits promotes cognitive growth and offers several advantages, such as promoting bilateral brain activity, enhancing memory, attention, and concentration abilities, facilitating the

development of reading skills, and exposing youngsters to novel words and ideas (Brouillette, 2009).

Artistic activities transcend mere amusement as they foster a creative milieu that engenders shifts in students' attitudes, conduct, and knowledge. They foster children's comprehension and articulation of other perspectives, enhance their oral communication skills, promote active listening, and broaden their lexicons (Hardy, 2011).

The appreciation of art has a substantial impact on people's lives at a larger scale. Utilizing data from the General Social Survey, scholars from the University of Illinois at Chicago's Department of Public Administration established a correlation between involvement as a spectator or producer and increased levels of civic engagement and social tolerance (Hancock and Wright, 2018).

8. The importance of theatrical and artistic activities in education

Theatre and art serve as modes of creative expression that have the potential to enhance the educational journey of students in many manners. They may assist pupils in cultivating creative aptitude, fostering critical reasoning, enhancing emotional acumen, promoting social consciousness, and embracing cultural variety. This article will explore the ways in which theater and art may enhance students' education and foster positive transformation in both individuals and society (Jackson and Vine, 2013).

Theatre is an educational method that use interactive dramatic techniques to actively involve students in the subject matter and encourage them to delve into their emotions and creativity. The use of theatre in education has the potential to augment the acquisition of many courses, including languages, mathematics, history, and science, by making them more indelible and pertinent to the students' existence. For instance, theater may assist students' understanding of the perils of drug addiction, the significance of physical exercise and nutritious diet, as well as the historical and cultural aspects of many nations. Theatre may facilitate the cultivation of students' communication, teamwork, and problem-solving aptitudes via

their collective efforts in devising and presenting original plays or situations (Idogho, 2013).

Art is a visual medium that enables pupils to effectively convey their thoughts and emotions using many forms, including painting, drawing, design, and photography. Integrating art into education may cultivate the ingenuity and inventiveness of students, as they acquire skills in using many methodologies and materials to create unique and significant artworks. Art may also enhance children's motor abilities, memory, and emotional development by honing their hand-eye coordination, visual perception, and self-expression. Art may foster students' appreciation for the aesthetic and cultural richness found in all origins and traditions, as they engage with the creations of other artists and artistic genres (Muller, 2015).

The use of theatre and art in education provides a comprehensive approach that may enhance students' personal and intellectual growth in several ways. They may assist students in acquiring information and skills that can be used in many settings and circumstances, both inside and outside the classroom. Additionally, creative activities may aid in the development of students' self-awareness, self-assurance, and ability to empathize, as they engage in self-expression and gain insight into the experiences of others. Theatre and art have the potential to cultivate a sense of social consciousness and accountability among students, as they gain knowledge about the pertinent concerns and obstacles that impact their communities and the global sphere (McAvoy, 2020).

9. The Relationship between Theatrical and Artistic Activities and Psychological Trauma

Psychological trauma is the condition characterized by emotional and mental anguish resulting from firsthand experience or observation of a profoundly distressing, horrifying, or violent incident, such as abuse, neglect, warfare, natural catastrophes, accidents, or criminal acts. Psychological trauma may result in enduring consequences for people's overall health and performance, including conditions like anxiety, depression, post-traumatic stress

disorder (PTSD), drug misuse, and suicide ideation. Nevertheless, psychological trauma may serve as a catalyst for creative expression and therapeutic recovery, as many people use theatrical and artistic endeavors to manage and transcend their traumatic encounters (Zinn, 2018).

Theatrical and artistic activities include many kinds of creative expression, using theater, dance, music, visual arts, and other mediums to effectively convey ideas, emotions, and narratives. Theatrical and creative endeavors might provide several advantages for persons who have had psychological trauma, including (Singh, 2017):

- Creating a secure and nurturing atmosphere for individuals to freely delve into and articulate their feelings and ideas, devoid of apprehension about assessment, disapproval, or exclusion.
 - Assisting individuals in comprehending and dealing with their distressing encounters, via the construction of narratives, symbols, and metaphors that reflect their unique interpretations and viewpoints.
 - By exploring and nurturing their creative abilities, talents, and potentials, individuals may boost their self-esteem, confidence, and sense of identity.
 - Promoting the development of their ability to bounce back from adversity, manage stress, and regain their well-being, via the stimulation of their ability to think creatively, imagine positive outcomes, and maintain a sense of optimism, while providing them with chances to push their limits, acquire new abilities, and accomplish objectives.
 - Facilitating social contact, communication, and cooperation by connecting individuals who have similar experiences, sentiments, and interests, so fostering a sense of community, belonging, and empathy.
- Several instances of theatrical and creative endeavors have been used to aid persons who have had psychological trauma, including (Landy and Montgomery, 2012):
- Psychodrama is a therapeutic approach that use role-playing, dramatization, and

improvisation to facilitate the exploration and resolution of emotional and interpersonal challenges.

- Verbatim theater is a theatrical genre that involves the use of the precise words said by actual individuals who have directly encountered or seen a particular incident or problem, such as violence, racism, or injustice. This approach aims to provide a documentary-style performance that enhances understanding and compassion.

- Art therapy is a therapeutic approach that use visual arts, such as painting, sketching, collage, or sculpture, to facilitate the expression and comprehension of patients' emotions, ideas, and experiences, while also promoting their mental and emotional well-being.

- Music therapy is a therapeutic approach that utilizes music, including activities like listening, singing, playing, or producing, to enhance the physical, mental, and emotional well-being of persons, while also addressing their unique needs and objectives.

10. The Benefits of Theatrical and Artistic Activities in Alleviating Psychological Trauma

Psychological therapies that include music, art, theater, dance/movement, or literature are known as creative arts-based treatments due to their origins in the arts (Malchiodi, 2015). Distinct therapeutic modalities have been devised for each of these, alongside more comprehensive therapies such as social psychosocial interventions that include elements derived from one or many creative arts. Creative arts-based interventions are a subset of expressive interventions, which include activities such as bibliographies, journaling, and sandplay. However, for the sake of maintaining a specific focus, this evaluation only considered creative arts-based treatments.

The comprehension of the processes by which innovative arts-based therapies may be efficacious in addressing trauma in adolescents and kids is still in its early stages. It is well accepted that trauma events have both psychological and physiological effects (Malchiodi, 2015; Van der Kolk, 2014). Recollections of distressing experiences could not be accessible as explicit or conscious memories,

but rather retained implicitly or in sensory memory. This makes it challenging to vocally articulate the traumatic event (Malchiodi, 2015; Van der Kolk, 2014). In situations when this is applicable, the use of art, music, or dance as a means of communication may effectively transmit concepts without the need of words. This allows for the externalization of traumatic memories and provides a feeling of restraint and control over them (Malchiodi, 2015).

Typically, creative arts-based therapies include active participation from children or adolescents. It is believed that this active engagement stimulates the sensory memory of the experience and may facilitate the connection between both explicit and implicit recollections (Malchiodi, 2015). Innovative arts-based therapies provide an effective approach to engage with socially and culturally diverse people, since they have the ability to surpass language barriers and include historical art traditions (Van Westrhenen and Fritz, 2014). This may be especially beneficial in many circumstances when interventions to mitigate the consequences of traumatic event experience are conducted, including amongst refugee communities in Western countries or in socioeconomically disadvantaged or culturally diverse regions.

The use of imaginative arts-based therapy enables nonverbal expression, making it applicable regardless of the child's level of verbal development. These benefits are likely the reason why creative arts treatments are being globally used in many settings to address the needs of children and teenagers who have experienced different types of potentially distressing incidents. Nevertheless, governmental organizations including the governmental Institute for Health and Care Excellence (NICE) in the UK do not presently endorse initiatives predominantly centered upon artistic endeavors, since there is insufficient data to support their usefulness.

Prior research assessments conducted by Eaton et al. (2007) and Van Westrhenen & Fritz (2014) discovered a significant lack of high-quality empirical evidence regarding the efficacy of creative arts-based programs for children and

adolescents who have experienced trauma. Consequently, their assessments primarily concentrated on demonstrating any available cases, qualitative studies, or intervention research. They assessed that the efficacy of creative arts-based therapies in alleviating trauma symptoms in youngsters and teens could not be ascertained due to insufficient data. However, subsequent to previous studies, there has been a significant increase in the amount of information available in this field. Typical psychological outcomes of being exposed to traumatic events or experiences include PTSD, externalizing issues, internalizing issues, and negative impacts on self-esteem, favorable feelings, and behavioral adaptations (Wethington et al., 2008).

11. Application framework

Study population and sample:

The study population consists of workers in the

educational process. The study used a simple random sample, and the sample number was (79) individuals

Study tool

The questionnaire consisted of the characteristics of the sample (gender, age, educational qualification, number of years of experience) and statements of the study topics (the role of theatrical and artistic activities in the educational process, the role of theatrical and artistic activities in alleviating psychological trauma), which amounted to 10 statements, and a five-point Likert scale was used.

DATA ANALYSIS

The research will use the SPSS23 to analyze the data of questionnaire using Alpha coefficient, Frequencies, percentages, mean, standard deviation and Pearson correlation coefficient

Validate the study tool

Table (1) Correlation phrase questionnaire

| Phrases | Correlation coefficient | P-value | Phrases | Correlation coefficient | P-value |
|--|-------------------------|--------------|---|-------------------------|--------------|
| role of theatrical and artistic activities in the educational process | | | role of theatrical and artistic activities in alleviating psychological trauma | | |
| 1 | 0.885** | 0.000 | 1 | 0.937** | 0.000 |
| 2 | 0.854** | 0.000 | 2 | 0.928** | 0.000 |
| 3 | 0.921** | 0.000 | 3 | 0.951** | 0.000 |
| 4 | 0.934** | 0.000 | 4 | 0.933** | 0.000 |
| 5 | 0.942** | 0.000 | 5 | 0.948** | 0.000 |

It turns out that all correlation coefficients are statistically significant, which indicates the high level of validity of the study tool

Reliability study tool

Table (2) Reliability questionnaire

| | Alpha Cronbach | number of elements |
|---|----------------|--------------------|
| role of theatrical and artistic activities in the educational process | 0.946 | 5 |
| role of theatrical and artistic activities in alleviating psychological trauma | 0.965 | 5 |
| Total questionnaire | 0.976 | 10 |

It is evident that the Reliability of the study axes is high, as the Cronbach value was greater than 0.07 Demographic characteristics

Table (3) sample according to gender

| Categories | N | % | |
|---------------------|--------------------------|-----------|-------------|
| Gender | Male | 49 | 62.0 |
| | female | 30 | 38.0 |
| Age | Less than 30 | 32 | 40.5 |
| | 30 – 40 | 33 | 41.8 |
| | 40 or more | 14 | 17.7 |
| Qualification | Bachelor's | 56 | 70.9 |
| | Postgraduate | 23 | 29.1 |
| Years of Experience | Less than 3 years | 6 | 7.6 |
| | From 3 to 5 years | 43 | 54.4 |
| | More than 5 years | 30 | 38.0 |

The variables of study

The role of theatrical and artistic activities in the educational process axes:

Table (4) Phrases of the role of theatrical and artistic activities in the educational process

| N. | Phrase | Mean | S. D | Degree | Arrangement |
|----|--|--------------|--------------|-------------|-------------|
| 1 | Theatrical and artistic activities help develop many talents among students | 3.772 | 0.891 | High | 4 |

| | | | | | |
|---|--|--------------|--------------|-------------|----------|
| 2 | Theatrical and artistic activities increase students' linguistic abilities | 3.759 | 0.937 | High | 5 |
| 3 | Theatrical and artistic activities help provide a distinctive environment for learning | 3.810 | 0.863 | High | 1 |
| 4 | Theatrical and artistic activities help enhance students' creative and innovative abilities | 3.797 | 0.911 | High | 2 |
| 5 | Theatrical and artistic activities help increase students' ability to express themselves and their feelings | 3.785 | 0.929 | High | 3 |

The all-expression in role of theatrical and artistic activities in the educational process were the high and it shows the high level of the role of theatrical and artistic activities in the educational process where mean is 3.785 and S.D 0.906 and this answers the first question of the study

The role of theatrical and artistic activities in alleviating psychological trauma axes:

Table (5) Phrases of the role of theatrical and artistic activities in alleviating psychological trauma

| N. | Phrase | Mean | S. D | Degree | Arrangement |
|----|--|--------------|--------------|-------------|-------------|
| 1 | Theatrical and artistic activities contribute to treating many psychological problems | 3.747 | 0.940 | High | 5 |

| | | | | | |
|---|--|--------------|--------------|-------------|----------|
| 2 | Theatrical and artistic activities contribute to increasing individuals' ability to overcome psychological trauma | 3.861 | 0.858 | High | 2 |
| 3 | Theatrical and artistic activities contribute to helping individuals understand and deal with their painful experiences | 3.937 | 0.774 | High | 1 |
| 4 | Theatrical and artistic activities contribute to increasing individuals' ability to enhance and develop their ability to recover from adversity, manage stress, and restore their well-being. | 3.797 | 0.911 | High | 4 |
| 5 | Theatrical and artistic activities contribute to increasing individuals' ability to explore and nurture their creative abilities, talents and potential | 3.861 | 0.843 | High | 3 |

The all-expression in role of theatrical and artistic activities in alleviating psychological trauma were the high and it shows the high level of the role of theatrical and artistic activities in alleviating psychological trauma where mean is 3.841 and

S.D 0.865 and this answers the second question of the study

CONCLUSION

The research aimed to identify the role of

theatrical and artistic activities in the educational process and alleviating psychological trauma, and the research concluded that there is the high level of the role of theatrical and artistic activities in the educational process and this answers the first question of the study and the high level of the role of theatrical and artistic activities in alleviating psychological trauma and this answers the second question of the study and the research emphasizes the importance of theatrical and creative activities in the educational process, especially in reducing psychological trauma. The therapeutic advantages of engaging in these activities, such as fostering a sense of empowerment, regulating emotions, reducing stress, and developing resilience, are well apparent. These activities not only improve mental well-being but also promote social support and community engagement, which are essential in the process of recovering from trauma. Incorporating these activities into school settings may provide a supportive environment for persons who have experienced trauma, hence improving their general well-being and academic performance.

Recommendations

although existing literature indicates the potential benefits of theatrical and creative activities in mitigating trauma, it is essential to do more study to get a more comprehensive knowledge of the specific mechanisms via which these activities impact trauma recovery. It is important to ascertain the most efficient strategies for integrating these activities into educational environments. This may include providing instructors with the necessary training to effectively oversee these activities, establishing secure environments inside schools to host these activities, and incorporating these activities into the curriculum.

Educational institutions and politicians should recognize and value the significance of creativity and self-expression in the process of recovering from trauma. It is advisable to enact policies that promote the incorporation of theatrical and artistic activities into the educational process. Promote community engagement in these events

to bolster social assistance for those undergoing trauma recovery. One way to do this is by coordinating the establishment of community theater ensembles or art showcases. Acknowledge that every person's encounter with trauma is unique. Hence, the utilization of theatrical and creative endeavors should be customized to cater to the distinct requirements of every individual.

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